

Figure 1

Questionnaire: Before We Get Started . . .

Directions: Using the Likert scale on the next page, circle the answer that best represents your on-the-spot belief about each statement. The questionnaire serves as an advanced organizer of sorts for some of the key topics in this book, although items are purposely constructed in no particular order. Discussion of each topic, though, occurs within the context of relevant chapters. Responses or views to each statement are presented in a subsection following the questionnaire (this section begins “Now, let’s analyze your responses . . .”). You may or may not agree with the points made, but I hope you will be encouraged to reflect on your own views. Reflective activities follow to allow for deeper analysis. Elaboration of ideas emanating from this brief activity will occur throughout the text and series. I encourage you to share reflections (yours and mine) with colleagues. I’d appreciate your personal feedback via the e-mail address I’ve listed in the “About the Author” section.

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SA = Strongly Agree (“For the most part, yes.”)

A = Agree (“Yes, but . . .”)

D = Disagree (“No, but . . .”)

SD = Strongly Disagree (“For the most part, no.”)

- SA A D SD 1. Leading and managing are essential requirements for the principalship, but they address very different purposes.
- SA A D SD 2. I feel uncomfortable with theories involving administration, because they are often disconnected from practice.
- SA A D SD 3. Leadership is essentially a higher calling than management.
- SA A D SD 4. Principals should attend to both the operational and educational aspects of the job with equal vigor and attention.
- SA A D SD 5. Research indicates that principals, especially new ones, retain their jobs because of their managerial role but would rather delegate management functions to others so that they could devote more time to instructional leadership.

6. Examine the list of duties below that reflect some of the topics discussed in this book. First, rank them in terms of what you think you and your assistant principal(s) (APs) *actually* do in schools (i.e., award a #1 to the duty you think you or they do most frequently, #2 for the next most frequent duty, etc.). Second, rank them according to what is, in your view, their degree of importance (i.e., give a #1 to the duty principals and APs *should* be engaged in, a #2 to the next important duty, etc. Of course, your rankings may differ for APs). Compare your responses to the discussion in the answer section.

Student discipline

Lunch duty

School scheduling (coverages*)

Ordering textbooks
Parental conferences
Assemblies
Administrative duties
Articulation**
Evaluation of teachers
Student attendance
Emergency arrangements
Instructional media services
Counseling pupils
School clubs and the like
Assisting PTA
Formulating goals
Staff development (inservice)
Faculty meetings
Teacher training
Instructional leadership
Public relations
Curriculum development
Innovations and research
School budgeting
Teacher selection

*Coverages refer to scheduling substitute teachers to cover for absent regular classroom teachers.

**Articulation refers to the administrative and logistical duties required to prepare for graduation (e.g., preparing and sending cumulative record cards for graduating fifth graders to the middle school).

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Before we analyze your responses, consider the importance of operational leadership. Running a school takes much effort, determination, and skill. As an operational leader you:

- Organize all school activities
- Establish widely known and accepted procedures for conducting business
- Coordinate programs and training activities
- Evaluate programs and personnel
- Prepare and oversee school and program schedules
- Manage physical plant and facilities
- Work closely with custodial, cafeteria, and office staff
- Prepare financial reports
- Assume responsibility for fiscal and budgetary integrity
- Recruit teachers
- Monitor teacher induction and mentoring
- Communicate

As you consider these responsibilities and many related others, share your thoughts about these questions with a colleague:

Reflective Questions

1. Do you really believe operational leadership is essential to your work as principal? How so? Be specific.
2. How much time would you devote to such responsibilities? With all that you do administratively, how would you find the time to engage in other forms of leadership (see Figure 1 on page xiii)?
3. How do you plan on delegating authority?
4. How do you react to a principal colleague who laments, "It's virtually impossible to really lead my school when I am so bogged down in administrivia?"
5. Identify principals you know or have known. How have they balanced their leadership responsibilities? What can you learn from them?

6. React to this statement: “As principal I am most fundamentally an organizer of operations. I establish a conducive learning community or environment that is safe, secure, and organized so that others may successfully engage in instructional and collaborative leadership.” Do you agree or disagree with this statement? Explain.

Examine these quotations about operational leadership. What do they mean to you?

“The choice is not whether a principal is leader or manager but whether the two emphases are in balance and, indeed, whether they complement each other.”

—Thomas J. Sergiovanni

“Measures must focus attention on elements of systems that people believe can make a difference in the results toward which the system is managed.”

—Phillip C. Schlechty

“Educational administrators are frequently expected to take on the roles of educational superperson, technical manager, and democratic leader.”

—Cherry A. McGee Banks

“Leaders are people who do the right thing; managers are people who do things right.”

—Warren Bennis

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“Management is problem-oriented. Leadership is opportunity-oriented. Management works the system. Leadership works on the system.”

—Stephen Covey

“Management is about human beings. Its task is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant.”

—Peter Drucker

“The principal is ultimately responsible for almost everything that happens in school and out.”

—Roland S. Barth

“Leadership literature frequently gives the impression that managerial functions or responsibilities are less important than the leadership functions or responsibilities. Principals usually want to be instructional leaders. However, management and leadership responsibilities go hand in hand.”

—Harvey B. Alvy and Pam Robbins

Now, let's analyze your responses to the questionnaire:

1. Leading and managing are essential requirements for the principalship, but they address very different purposes.

Principals must exhibit leadership qualities, but at the same time they must serve as efficient managers. Leading without managing well will eventuate in failure; the converse is also true. A leading authority on the subject, Peter Northouse (1997), explains that leadership is a process similar to management. Both processes or functions involve influencing others, working with people, and goal accomplishment.

Significant differences, however, are readily apparent. Emerging from the industrial era, management aims to produce order and consistency in the workplace. Reducing chaos and enhancing efficiency are prime objectives. Organizational theorists such as Fayol (1916) identify the following management activities still relevant today: planning, organizing, staffing, and controlling. Leadership, in contrast, emphasizes the importance of change, vision, motivation, and the like. Northouse contrasts the two processes as follows:

In planning and budgeting, the emphasis of management is on establishing detailed agendas, setting timetables, . . . allocating the necessary resources to meet organizational objectives. In contrast to this, the emphasis of leadership is on direction setting, clarifying the big picture, building a vision that is often long term, and setting strategy to create needed organizational changes. (p. 8)

Still, Northouse (1997) concludes that “Although there are clear differences between management and leadership, or leaders and managers, there is a considerable amount of overlap” (p. 9).

More precisely, leading and managing should be viewed as two sides of the same coin. Managing (i.e., dealing with standard operational procedures; overseeing transportation, scheduling, human resource management, etc.) is critical so that you can take leadership initiatives. To run a school you need both functions. Yet you must realize that clear differences exist, as will be evident as you continue reading. When it comes to leading and managing, Kaser, Mundry, Loucks-Horsley, and Stiles (2002) explain that “One of the major contributions that a leader can make is to always be able to distinguish between these two important functions” (p. 10).

Reflective Question

1. In what ways have you seen principals manage? Lead? Describe in detail.

2. I feel uncomfortable with theories involving administration, because they are often disconnected from practice.

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Kurt Lewin once said, and I paraphrase, there is nothing as practical as good theory. Noted behavioral researcher and theorist Fred Kerlinger (1986) once posited that theory is “a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with a purpose of explaining and predicting phenomena” (p. 9). Implied in Kerlinger’s definition of a theory is a connection to practice. Theories, at their best, inform practice, as good practice should reflect and inform theory. Lunenburg and Ornstein (1996) confirm administrators’ discomfort with theory but then point to the benefits of theory:

Many school administrators feel uncomfortable with theories. They prefer that social scientists provide them with practical prescriptions for administering their schools. Upon closer examination, however, almost every action a school administrator takes is based to some degree on a theory. For example, a school administrator may include subordinates in a decision involving an issue that is relevant to them and that they have the expertise to make, instead of making the decision unilaterally. This choice is made because including subordinates in decisions, which pass the test of relevance and expertise, will likely increase their commitment to carry out the decision once it is made. Without realizing it, the school administrator made this choice on the basis of a theory.

Educational administrators would most likely flounder without theories to guide them in making choices. Thus, theories provide a guiding framework for understanding, predicting, and controlling behavior in organizations. Theories also contribute to the advancement of knowledge in the field. (p. 3)

Three major theories of administration that are important for a principal to know include classical organizational theories, human relations theories, and behavioral science theories. The charts that follow summarize major points of each theory and can perhaps serve as a reminder if you’ve taken a graduate course in, say, administration and supervision.

I. Classical Organizational Theories

1. Scientific Management

<i>Era</i>	<i>Theorist(s)</i>	<i>Theme</i>	<i>Major principles</i>	<i>Ultimate goal</i>
1900–1910	Fredrick Taylor	Managers must study work scientifically to produce efficient workers (emphasis on workers; focus on technical skills of managers).	A. Scientific job analysis—Find one best way of performing a task. B. Selection of personnel—Train workers to perform task. C. Management cooperation—Managers should cooperate with workers to ensure efficiency. D. Functional supervising—Managers oversee workers.	To maximize work productivity

2. Administration Management

<i>Era</i>	<i>Theorist(s)</i>	<i>Theme</i>	<i>Major principles</i>	<i>Ultimate goal</i>
1910–1925	Henri Fayol Luther Gulick Max Weber	Managers ensure efficiency of management of entire organization (focus on organization, not only individual).	1. Fayol Fayol's five basic functions of management A. Planning B. Organization C. Commanding D. Coordinating E. Controlling	To ensure work efficiency

(Continued)

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(Continued)

<i>Era</i>	<i>Theorist(s)</i>	<i>Theme</i>	<i>Major principles</i>	<i>Ultimate goal</i>
			Fayol's 14 principles of management	
			A. Division of work	
			B. Authority	
			C. Discipline	
			D. Unity of command	
			E. Unity of direction	
			F. Subordination of individual interest	
			G. Remuneration	
			H. Centralization	
			I. Scalar chain of command	
			J. Order	
			K. Equity	
			L. Stability of personnel	
			M. Initiative	
			N. Esprit de corps	
			2. Gulick's seven functions of management	
			A. Planning	
			B. Organizing	
			C. Staffing	
			D. Directing	
			E. Coordinating	
			F. Reporting	
			G. Budgeting	
			3. Weber's concept of bureaucracy as an "ideal" structure for organizational effectiveness (emphasizes division of labor, rules, and hierarchy of authority)	